Montana Schools

Volume 24, No. 1 Office of Public Instruction Georgia Rice, Superintendent September 1980

Columbia Falls law day helps students understand government

A mock trial helps law become a real experience for students rather than mere textbooks and tests, according to Kerel Hagen, American government teacher at Columbia Falls High School.

Each year Hagen has his senior students, working in groups of two, prepare court cases in his class. He then selects one case to prepare for the school's annual law day activities.

Student attorneys are appointed and the cases are tried in the classrooms. The students who write the case serve as advisors.

"In the class we stop the case and talk about procedures, technical aspects and if a problem or issue can't be decided," Hagen said, "we call an area judge for guidance."

Classwork on the case begins in April and it is ready to present to school assemblies in May of each year. Hagen said that 19 government students participated in last spring's event. In addition, 12 students were selected as jurors. The case is tried twice on law day, once for a high school assembly and once for a lower grade assembly.

"The students are enthusiastic about our law day," he said. "It makes them aware of crimes . . . they learn about 150 civil and criminal legal terms . . . they learn how to write a bill, how to present their cases properly and how to defend their point of view."

Professional attorneys volunteered to assist the students. One assists the defense, one the prosecution and one the judge presiding over the mock trial. Different attorneys are used for each trial.

The jurors are called in. They are cross examined to determine preconceptions and bias . . . sworn in . . . and the opening remarks and statements by the student attorneys are made.

Two men were hunting in the Bob Marshall Wilderness. They were business partners. One of the hunters placed an elk pelt on his back, antlers on his head and moved into the darkness of the woods to hunt. He was shot and killed by the other man. Was it an accident or was it murder?

Prior to law day, student authors of the case pick witnesses and tell them the parameters of the case and what their testimony must be confined to, according to Hagen.

Student prosecuting attorneys Blakey Reid and Eric Morey listen to defense attorneys cross examinations of witnesses.

Defendant Rich Birky and defense attorneys Louis Pouliet and Mary Kriz watch closely as the prosecution makes closing remarks to the jurors.

The trial continues . . . with the professional attorneys stopping the trial periodically to tell the audience what is happening and why, or to instruct the student attorneys or judge on proper procedures.

"In a free world we believe in justice," Hagen said. "This case drives home to the students the importance of 'innocent until proven guilty' as well as the processes of the law."

Local school administrators have given the program their full support. "Without their commitment . . . without their allowing students to spend the day away from normal classroom activities both as participants and as observers," Hagen said, "law day would not be the successful program it now is. A program where students have a chance to see the importance of goverment study."

He added that the students only spend about a week writing the cases, but that the preparation time of learning the system and the terms is a large commitment of student and teacher time

"Our younger students in the assembly also get exposure to the high school learning atmosphere as well as a court case, law and government appreciation," Hagen said.

At the end of law day, spring 1980, the jury found the man guilty. Hagen then polled the audience . . . They found him innocent. ☆

A local attorney and student judge Tony Smith preside over the courtroom as defendant Rich Birky tells his version of the incident.

Teacher Centers provide services

Teacher Center for Gallatin County

". . . 'wish I had two heads and four hands." How many times has the classroom teacher said this? This unique "biological phenomena" exists in Gallatin County, thanks to the Teacher Center.

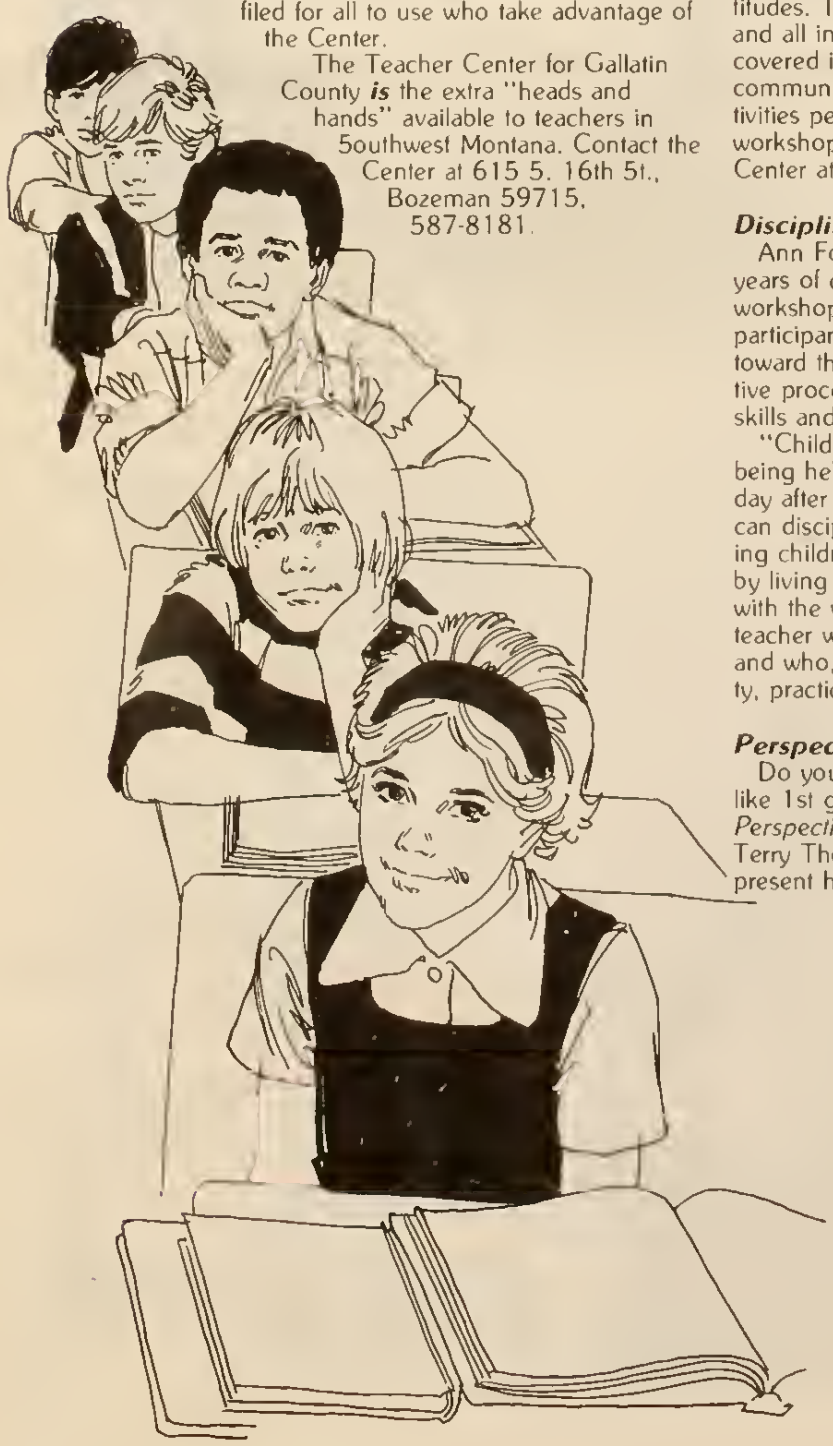
Anyone who has had classroom experience is familiar with two or three preparations: correcting papers, hall duty, lunchroom duty, chaperoning, meetings—to mention a few of the time demanders—and often wishes for supplemental brain power and helping hands.

The Teacher Center for Gallatin County is a resource center for teachers located in Southwest Montana, a rural region composed of small towns and vast agricultural and mountainous areas. The Teacher Center serves teachers in the city of Bozeman where the Center is located, and acts as field agent to meet the needs of those in the more remote areas of the counties where facilities are limited.

The Teacher Center for Gallatin County provides inservice workshops and work space for such diversified teachers as Scouts, Brownies, FFA, FHA, 4-H, as well as school teachers—any adult group dealing with the educational and physical growth of our youth.

The physical plant serves as a place for teachers to communicate, share concepts, construct materials in an area where resources, information, inspiration, aid and encouragement are available from experienced staff. The Center provides a professional library, a book and supplies purchasing section, files, posters, resource materials and equipment for personal teacher usage in a comfortable environment. This environment fosters a pool of ideas that work, from teachers themselves. These newly generated concepts and projects at the resource center are shared by display, bulletin boards and are filed for all to use who take advantage of the Center.

The Teacher Center for Gallatin County ***is*** the extra "heads and hands" available to teachers in Southwest Montana. Contact the Center at 615 S. 16th St., Bozeman 59715, 587-8181.



Western Montana Teacher Center

The Western Montana Teacher Center has scheduled the following workshops and seminars. All workshops will be held at the Center, 818 Burlington, B101, Missoula 59801, 721-1620.

Time Management

A seminar on *Time Management* will be presented at the Teacher Center from 9 a.m. to 4:30 p.m., Saturday, October 4. Bob Marsenich will present a combination of effective methods for managing time. Some of the benefits a participant can expect to derive from the seminar are the abilities to:

- focus energies on high pay-off activities;
- increase free time without taking away from work effectiveness;
- block interruptions;
- overcome procrastination; and
- reduce the impact of crisis.

In addition to the didactic instruction, practical exercises will be used to give participants practice and familiarity with the methods before returning to work.

Marsenich works as a counselor/trainer at Metamorphosis: A Center for Change, Missoula. He has been in the field for five years and has been doing training at Metamorphosis for more than a year.

Nonviolence Outreach Project

Members of the Women's Place Nonviolence Outreach Project will be conducting a workshop dealing with the recent publication **Communication Towards Nonviolence: A Teacher's Guide.** The guide contains ideas and activities related to the prevention of violent attitudes. The workshop is designed for teachers, parents and all interested community members. Areas to be covered include: self-image, nonviolence, feelings, love, communication and anger. If time allows, some class activities pertaining to these areas will be demonstrated. The workshop will be held at the Western Montana Teacher Center at 4:15 p.m., Tuesday, September 23.

Discipline

Ann Ford, classroom management consultant with 15 years of classroom experience, will present a discipline workshop at 4:15 p.m., Thursday, September 18. The participants will explore avenues of working with children toward the major goal of self-discipline by discussing effective processes to use in development of democratic social skills and attitudes.

"Children cannot develop the discipline for freedom by being held under the complete domination of the teacher day after day and month after month," Ford said. "Neither can discipline be achieved by 'taking the lid off' and allowing children to do as they please. It can be achieved only by living in the classroom from day to day in accordance with the ways of democracy under the guidance of a teacher who understands how human behavior develops and who, in daily activities in school and in the community, practices the discipline of a free person."

Perspectives and Optical Illusions in Art

Do your 7th grade students' drawings of houses look like 1st grade drawings of milk cartons? Help them learn *Perspective*. From 4-6 p.m., Wednesday, September 24, Terry Thompson, art teacher at Target Range School, will present her curriculum for instructing students in drawing using 1 and 2 point perspective. This method is designed for the 6th and 7th grade levels but can be adapted to other grades. This workshop will be especially useful to classroom teachers who would like to add a fun and practical session to their art or classroom activities. Thompson will have on display her easy-to-use booklet on teaching perspective and copies will be available to aid participants in presenting this material to their students. Materials will be provided for this "hands-on" workshop.

Support Group for Teachers of Asian Refugees

The Teacher Center invites any person interested in meeting the needs of teaching Asian refugees English and/or basic skills to come to the Center at 4:15 p.m., Monday, September 15. Summer writing projects addressing the needs of refugees will be explained and on display. Discussion will focus on future inservice programs and on the development of further teaching aids for the classroom teacher. This informal session will provide a chance for ESL teachers and the regular classroom teacher to exchange teaching techniques, materials, and ideas. Ken Briggs, ESL teacher for Missoula School District 1, will lead the discussion.

Dried Floral Arrangement and Natural Materials Workshop

A workshop on utilizing natural materials (leaves, pine cones, bark, etc.) will be presented at the Center from 7 to 9 p.m., Thursday, September 30. Participants will learn how to use natural materials to their best artistic advantage. These are perfect for classroom projects as well as home decor. This make-and-take workshop is limited to the first 25 to register. Participants are encouraged to bring any natural material they may have on hand such as: pine cones, bark, pine needles, dried and/or pressed leaves, weeds and flowers. This workshop will be presented by Peggy Wiscarson, noted Montana artist.

Occupational Values Assessment

A session on identifying and clarifying personal and occupational values and goals and their relationship will be held at the Center from 4:15 to 6 p.m., Wednesday, September 17. This session will be of interest to career guidance and career education personnel as well as classroom teachers. Presentors are Jim Wenderoth and Bruce Blattner, instructors at the General Education Department, Missoula Vocational-Technical Center. ☆

Hints offered teachers with diabetic students

Many teachers in Montana classrooms this year will have students with diabetes. These children feel, think, work and play just like their classmates do. Usually their diabetes is under good control, but they may have problems if their blood sugar gets too high or too low.

Episodes of low blood sugar, sometimes called "insulin reaction" are temporary, but they require immediate attention. They can come on suddenly, within 5 minutes to an hour. Children can usually recognize the first signs and treat the reaction themselves by eating a piece of candy. The following are signs to look for: unaccustomed behavior, inattention, shakiness, irritability, pale skin color, headache, crying and unconsciousness may occur if not treated. The causes are failure to eat extra food before strenuous exercise, delayed or missed meals or too much insulin. The treatment is simple! Provide sugar! Offer any food or drink containing sugar such as soda pop, fruit juice or a candy bar. If there is no improvement within 10-15 minutes, call the parents or physician.

Make sure there is a supply of candy in the classroom for treatment of low blood sugar.

Repeated reactions are undesirable and unnecessary. They should be reported to the school nurse and the parents.

Sometimes children with diabetes will experience high blood sugar. This problem calls for medical attention. The following are the signs to look for: excessive thirst, very frequent urination and flushed skin. The causes are omitting insulin, illness, injury or stress. If you should detect these signs in the child with diabetes call the parents or physician.

Exercise is a very important part of the therapy for a child with diabetes and they should be involved in sports right along with their classmates. Diabetes is not a reason to deny any child in the school system any part of the total school experience.

For further information please contact the American Diabetes Association, Montana Affiliate, Box 2411, Great Falls, or call 761-0908. ☆

Special Report:

Department of Defense ASVAB Test

The Office of Public Instruction has received numerous inquiries about the ASVAB test. The following is a report on this test provided by Dr Edward Dahy.

The Department of Defense offers high schools the Armed Services Vocational Aptitude Battery, administered at no cost. This program, the ASVAB Institutional Testing Program, is occasionally questioned by people who want to know:

- the reason the military wants a high school testing program.
- the similarities between military and civilian occupations.
- the value of ASVAB in screening students for civilian vocational training programs.

The armed services have a long history of using testing programs to screen candidates for military service.

During World War I, the government had a problem because people being drafted into military service were not being properly screened. After being sworn into military service, many of these individuals were found to be unable to do the jobs which they were assigned. In reaction, the services developed tests to help determine whether or not a person was basically qualified for military service.

Since that time, the screening process has been updated, revised and refined. As a result of many improvements, today's ASVAB may be used like colleges use ACT and SAT to screen individuals to determine their basic qualification, as well as to qualify applicants for military service training schools or courses.

Military service schools teach skills which are comparable to almost any occupation, and the armed services have developed detailed career plans and training programs to teach each of these skills. All these training programs—from recruit training through senior enlisted service schools—rely on the ASVAB to screen applicants.

Numerous vocational-technical schools use military service school materials to teach various occupational skills.

Despite the fact that ASVAB does a good job, it has its faults. For instance, it is difficult to prove that ASVAB scores directly relate to every possible civilian occupation. There is, however, some similarity between skills required for military occupations and those required by private industry.

Dr. Lee J. Cronbach, a leading test authority, stated that he personally felt that ASVAB had some shortcomings when used for the purpose of high school level counseling. He recommended that schools not use it until several improvements were made. Two major changes have been made since Cronbach's first review:

- A redesign of the Student Results Sheet.
- A reevaluation and redevelopment of the composite scores which now allow comparison of a student's scores to certain broad occupational fields.

Cronbach has written a second, less critical, review of the ASVAB. He recommended that schools ensure that each student has the help of a school counselor to interpret test scores. He additionally recommended that ASVAB be used in conjunction with at least one other test.

Most testing authorities agree that no test is designed to be used as the sole source for making vocational decisions. Most tests should also be interpreted with the assistance of someone experienced in test interpretation.

Generally, tests share certain weaknesses. For example, many tests are paper and pencil tests. This means that the person taking the test needs to be able to read if test scores are to be of any value in determining the person's ability. Further, tests measure a person's ability at the time of the test only. Therefore, paper and pencil tests are not perfect measures of a person's potential to observe or learn.

Some of ASVAB's shortcomings are caused by its newness and the resultant lack of specific validity studies comparing military and civilian job skills. However, ASVAB does a good job of predicting success in service technical training courses. The Department of Defense is willing to hire and train persons based on their ASVAB scores.

Through the institutional testing program, the military is striving to offer the high school community a test useful for high school guidance and counseling. Additionally, the institutional testing program offers many students their first opportunity to become aware of opportunities available through military service—in particular, the opportunity to learn a vocation.

Why does the Department of Defense want a high school testing program?

The DOD wants it for the same reason the colleges want SAT and ACT. High schools are the main source of quality recruits.

The program is, however, not simply a recruiting gimmick. Every participating school gets something in return. The school—at no cost or obligation—gets a tool which can be used for vocational guidance and counseling. Additionally, ASVAB scores can be used to qualify a student for a variety of challenging jobs with the nation's largest employer—the Department of Defense.

Should you use ASVAB in your school and encourage your students to participate?

ASVAB also offers many benefits which are not available from commercially available tests. DOD is not just "experimenting" in the high school program. It is investing in the school by offering an ***useful*** testing instrument.

In short, ASVAB works. Your students should be receiving the benefits! ☆

—Edward J. Dahy, Ed.D.
Navy Education Specialist
Navy Recruiting "A" Station
Room 357, Federal Building
Butte, MT 59701

Teacher Retirement summarizes benefits

Vesting Period—Five years of full-time service must be completed for which contributions are received.

Benefit Formula—Annual benefit is equal to: number of years of creditable service divided by 60, multiplied by the final average salary.

Final Average Salary—This is the average of the highest three consecutive years of earnings.

Benefits—Five years is required to qualify for all monthly benefits.

Regular Retirement—A person with 30 years of service is eligible. Age 60 is the normal retirement age for a member with more than five years but less than 30 years of service. Maximum age is 70. Retirement benefits are calculated on the basis of the above formula.

Early Retirement—The minimum age is 55 if the person has less than 30 years of service. The retirement benefit is calculated in the same manner as described for regular retirement, but the monthly benefit is reduced ½ of one percent for each month the early retirement preceded age 60 **or** 30 years of service.

Death Benefit—The beneficiary is entitled to a monthly benefit utilizing the benefit formula with an actuarial adjustment based on the relationship of the member's age at death to his/her beneficiary's age. In addition, a child's benefit of $100 per month is paid to each child ***under*** age 18. A $500 death benefit is also provided to a beneficiary of a deceased active member or a beneficiary of a deceased retired member.

Disability Benefit—This benefit is equal to 1/60 of the final average salary for each year of service accrued at the date of the disability. The member must be totally and permanently incapacitated for the further performance of their duties. The minimum disability benefit is equal to ¼ of the final average salary.

Withdrawal of Account—A terminated member with less than five years of service receives the accumulated employee contributions with interest. With more than five years, the member may elect a refund of contributions or may leave his/her contributions and retain a vested right to death and retirement benefits.

For more information, contact F. Robert Johnson, executive secretary, Teacher's Retirement System, 1500 Sixth Ave., Helena 59601, 449-3134. ☆

Federal grants available for gifted & talented programs

Federal funds totalling $102,700 are available to schools on a competitive grant basis through the Office of Public Instruction.

Multi-year grants are available to plan, develop and operate new programs for identified gifted and talented students through multi-year competitive proposals (three years) from local school districts.

The grant proposals will be for a maximum of $5,000 per year. Multi-year proposals will be funded on a one year basis and continued funding is contingent upon evaluation, funds available and the competitive review process. Preference will be shown for second and third year funding for districts making a commitment of local personnel, time and district monies.

One-year grants are available to implement a program of instruction for identified gifted and talented students during the 1980-81 school year. Funding is for one year only. There will be a maximum of $6,000 per grant award.

Montana school law defines gifted and talented children as "children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution of self and society." Areas included by law are intellectual, creative, specific academic, leadership and performing and visual arts.

Federal regulations require that 50 percent of the total monies allocated must be utilized to meet the needs of the economically disadvantaged student. Therefore, districts should address this element in their needs assessment and instructional activities.

Consideration will also be given to districts which develop a working plan to collaborate with other districts for services.

Request for grant applications should be directed to, Nancy Lukenbill, Gifted and Talented Program, Office of Public Instruction, Helena 59601, 1-800-332-3402. ☆

Montana Schools is published eight times yearly—in September, October, November, December, February, March, April and May—by the Office of Public Instruction.

Georgia Ruth Rice
Superintendent of Public Instruction

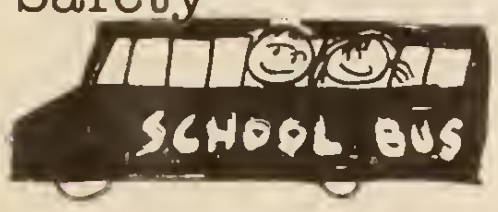
Barbara Welter
Manager
Division of Public Information

Gail Hansen
Word Processing Supervisor
Division of Public Information

Montana Schools is distributed in the public schools and to the members of boards, associations, organizations and other individuals interested in Montana education. Circulation is 17,700. Copies are available free upon request. When reporting a change of address, please include the label with the former address and computer code. Address changes, material submitted for publication consideration, questions and comments should be sent to ***Montana Schools***, Office of Public Instruction, State Capitol, Helena, MT 59601

PRIME TIME

Pupil Transportation Safety



Montana and Western Regional Conference on Pupil Transportation

The 1980 Montana and Western Regional Conference on Pupil Transportation was held at the Heritage Inn in Great Falls on July 16-18.

The theme was "Sharing Ideas." More than 275 people attended representing Alaska, Montana, South Dakota, Utah and Washington.

Don Waldron was selected "Distinguished Person of the Year" in pupil transportation. Waldron is the assistant superintendent of schools in Libby. He has provided years of assistance in planning and presenting pupil transportation activities in our state.

R.J. "Doc" McCulloch was selected as Montana's "School Bus Driver of the Year." McCulloch is in his 28th year of driving children to and from school in Hot Springs and Plains. He is also a school bus contractor.

The State School Bus Driver Road-e-o was held in conjunction with the 1980 conference. Here are the results: 1st, Duane Cooper, Motors Leasing, School District No 1, Great Falls; 2nd, Charles Martwig, School District No. 16, Havre; 3rd, Ed Wilson, Hall Transit, School District No. 1, Great Falls; 4th, Karen Stout, School District No. 16, Havre; and 5th, Alicia Seaton, Hall Transit, School District No. 1, Great Falls.

The 1981 conference will be held at the Red Lion Inn, Missoula, July 1-3.

National Conference on School Transportation

The National Conference on School Transportation was held for the first time in ten years. The conference took place in May at Central Missouri State University. Robert Stockton, administrator of Financial Services and Pupil Transportation, Office of Public Instruction, and Rod Johnson, transportation supervisor for Great Falls Public Schools, were among the 260 delegates who drew up guidelines for school transportation. Bodies, chassis and operation of school buses and special education needs were also discussed.

Results of the conference will be published by the National Safety Council in 1981. This publication will help set guidelines to update the *Minimum Standards for School Buses in Montana*.

NSTA Fuel Conservation Survey in progress

With the theme "Save Fuel: Ride Your School Bus," the National School Transportation Association is conducting a survey to determine how much fuel could be saved if all children (eligible transportees) in the United States were to use school buses

The results of this survey will be distributed to the federal government, state departments of education and to all operators of school buses. A program showing possible fuel savings could result in local, federal and state savings.

If you would like to have a copy of the survey write: NSTA, P.O. Box 2639, Springfield, VA 22152

National School Bus Safety Week

Governor Thomas L. Judge has proclaimed October 12-18, 1980 "School Bus Safety Week" in Montana

You can help by promoting school bus safety in your area during this week. National School Bus Safety Week will:

- emphasize the need for increased care when near a school bus;
- emphasize the law regarding when and when not to pass a stopped school bus;
- make safe drivers of school bus drivers; and
- keep the public advised of the importance a school bus plays in the total educational program.

Some suggested activities are:

- driver recognition dinners;
- feature articles in local newspapers or radio and television announcements;
- display transportation equipment in shopping centers or outside supermarkets with drivers available to answer questions;
- open houses;
- window displays in local businesses;
- school assembly programs on school bus safety;
- safety awards banquet;
- program presentations by transportation people on routing maps, record systems and maintenance programs; and
- school bus safety poster contest.

School Bus Driver of the Year

The Montana School Bus Driver's Association is looking for "School Bus Driver of the Year" candidates. If you know of a deserving school bus driver with a minimum of 25 years of experience, who is a member of the driver's association, let us know. Suggestions for special honors will also be considered Recommendations and special requests are to be sent to Carl Whitmore, Box 326, Melstone 59054 or call the Pupil Transportation Safety Consultant, 1-800-332-3402.

—Terry Brown
consultant
Pupil Transportation Safety

SCHOOL FOODS

School Food Service Training Conferences

More than 300 cooks, clerks and other school personnel attended conferences held in Havre and Bozeman.

Highlights included Superintendent Georgia Rice's comments on the importance of school breakfast and lunches to a student's school day. Marylin Peterson, a nutritional advisor to the National Olympic Committee, emphasized the importance of a good breakfast for all students but especially the young athlete. She told of a swim team that started eating breakfast at school each morning after their workout. They won the championship that year.

Cooks learned easy ways to prepare fruits and vegetables. Ray Benson and William Gill, noted authorities, showed attractive ways to incorporate fruits and vegetables into a salad bar. Ruth Hogan of the National Livestock and Meat Board demonstrated several ways to prepare pork. She also gave the cooks helpful tips they will be able to use in their schools.

Next year's training conferences will be held August 11-13, 1981, Billings and August 18-20, 1981, Butte.

Self-study training course for school food service personnel

The Division of School Food Services offers a self-study training course in food service operations.

The course is designed for self improvement and certification among four levels of competence. It is free and available to all school food service personnel. Continuing education credit is available through Dawson Community College, Glendive.

Course work in level one pertains to actual kitchen duties such as baking, vegetable preparation and equipment use. Level two is designed to help train manager/cooks. Level three and four are for supervisors and managers of large food services.

Eight women completed the requirements of level I and were honored at the State Food Service Conferences. They are: Evelyn Leggett, Huntley Project School, Worden; Elizabeth Reichert, Billings Senior High; Ngoc-Hoa Thi Duong, Billings Senior High; Karen Broughton, Billings Senior High; Violet VanSickle, Billings Senior High; Shirley Wanbeke, Billings Senior High; Vivan Sandell, South Side School, Cut Bank; Mable Hale, South Side School, Cut Bank.

For more information on the self-study training course, please call or write, Division of School Food Services, Office of Public Instruction, State Capitol, Helena, MT, 1-800-332-3402

Breakfast (snack) program

Inflation affects everything including this summer's breakfast program. Several schools delayed implementation because of reduced mill levies. The emphasis is on the word "delay" because persons committed to the program report they will try again next year.

Wolf Point is moving into a full fledged breakfast (snack) program this fall. Butte will also initiate a formal breakfast (snack) program in the high school. The need for a breakfast (snack) program is becoming more apparent as teachers, administrators and students develop nutrition awareness. Athletic teams, as well as other students, benefit from a snack program when they arrive at school without breakfast.

Can you identify students who would benefit from a roll, glass of milk and some fruit or juice just before school?

Competitive food and foods of minimal nutrition value

June 30, 1980 was the last day foods of minimal nutritional value could be sold to students at any time in schools with lunch and breakfast programs.

On July 1, 1980 the Competitive Food Regulation became effective for such schools. This regulation restricts the sale of food considered of minimum nutritional value. These foods may not be sold to students from the beginning of the school day until the end of the last lunch period. Students may purchase such foods after that time. This regulation does not effect sale of such foods to teachers.

This has caused considerable confusion, hard feelings and glee. It all depends on which side of the fence you happen to be. Some schools have completely banned the sale of the designated foods while others have established a policy to meet the regulation. Beverage bottlers and other vendors are attempting to have the regulation voided. Nutritionists and others are demanding more stringent regulation.

Categories of foods designated as having minimal nutritional value include the following: soda waters, water ices, chewing gum, candy coated popcorn, hard candy, spun candy, fondants, jellies, marshmallow candies and licorice. (The May 1980 issue of *Montana Schools* carried additional information.)

These categories were established because foods therein do not contain at least five percent of the RDA of any one of the following: protein, vitamin A, vitamin C, niacin, riboflavin, thiamin, calcium or iron.

National School Lunch Week

October 13-17 is National School Lunch Week. The Monday lunch includes beef tacos, lettuce, tomatoes, Spanish rice, Mexicali corn, pineapple wedges and milk.

Alternates may be taco salad with turkey, refried beans, taco or taco burgers.

The breakfast consists of muffins, peanut butter cup, apple wedge, orange juice and milk

MONTANA SCHOOL CALENDAR 1980-1981

September

1	Labor Day
2	Fall Regional Workshop - *Butte*
3	Fall Regional Workshop - *Ronan*
8-9	Board of Public Education - *Helena*
12-13	Montana Forensics Educators Assn., Western Division - *Polson*
13	Montana Forensics Educators Assn., Northern Division - *Havre*
15-19	Vo. Ag./FFA District Leadership Schools
17	Citizenship Day
17-23	Constitution Week
18-20	Left/Right Brain Research & Arts in Education Workshop - *Helena*
20	Montana Forensics Educators Assn., Eastern Division - *Glendive*
21-22	Alliance for Arts Education - *Helena*
23-24	ESEA Title I Regional Workshops - *Billings*
29-30	11th Annual Montana Indian Education Conf. - *Billings*
29-30	New Administrator's Conf. - *Helena*

October

1	First Day of Speech & Drama Meets
3	American Enterprise Day
6	Child Health Day
6-7	DECA-OEA-VICA Fall Leadership Training Conf. - *Great Falls* Board of Public Education - *Hamilton*
8	ESEA Title IV, Title II, Career Education and Nutrition Education grant applications due
9-10	ESEA Title I Regional Workshops - *Helena*
10-11	Montana Adult Education Assn., Meeting - *Great Falls*
12-18	National School Bus Safety Week
13	Columbus Day
15-17	Montana Federation of Teachers Annual Meeting - *Fairmont Hot Springs* School Administrator's of Montana Annual Meeting - *Billings*
16-17	Montana Education Assn. Teacher's Convention - *Great Falls* Montana Music Education Assn. - All State AA Drama Teacher's Meeting - *Great Falls* Montana Assn. of Language Teachers -*Missoula* Montana Assn. of Teachers of English State Convention - *Great Falls* Montana Assn. for Health, Physical Education, Recreation and Dance State Convention - *Billings* Montana Council of Teachers of Mathematics annual conf. - *Billings*
16-18	State Vocational Education Leadership Conf. - *Billings* Montana School Library Media Assn. Retreat - *Essex* Montana Art Education Assn. Conf. and Retreat - *Bozeman*
16-19	Montana Dance Arts Assn. Convention
17	Montana Council of Teachers of Mathematics Annual Conf.
22-25	Montana School Boards Assn. Meeting - *Great Falls*
23-24	MASBO Annual Meeting - *Great Falls*
24-27	Glacier Park wildlife and eagle observation workshop - *Glacier National Park*
27	Veteran's Day
31	Halloween

November

4	General Election Day
7-8	State Championship Football Games -(A,C) Montana Parent-Teacher's Assn. - *Billings*
14-15	State Championship Football Games (AA, B)
16-22	American Education Week
17-18	Board of Public Education - *Great Falls*
21-27	National Farm-City Week
27	Thanksgiving Day

December

3-6	Girl's State Basketball Tournament (B)
4-6	Girl's State Basketball Tournament (AA, A, C)
8-9	Board of Public Education - *Havre*
25	Christmas Day

January

1	New Year's Day
12-13	Board of Public Education - *Helena*
21	ESEA Title IV, Title II, Career Education and Nutrition Education grant applications due
23-24	Divisional Speech Meets
26-27	Montana High School Assn. Annual Meeting - *Helena*
30-31	State Speech Meets (AA, A, B, C) State Swim Meet
30 or 31	State Gymnastics Meet (A, B, C)
30	Montana School Testing Service Order Form Deadline

February

1	Deadline for MEA constitutional amendments
6-7	State Wrestling Tournaments (A, B, C)
8-14	National Vocational Education Week National VICA Week National OEA Week
9-10	Board of Public Education - *Helena*
12	Lincoln's Birthday
16	Washington's Birthday
20-21	State Wrestling Tournament (AA) State Gymnastics Tournament (AA)
28	Applications for School Food Service Equipment Assistance Funds due

March

	Youth Art Month
3	Deadline for reporting delegates for MEA Delegate Assembly
9-10	Board of Public Education - *Helena*
9-15	Music in Our Schools Week - "Music is Sound Learning"
11-14	Boy's State Basketball Tournament (B)
13-14	MEA Delegate Assembly - *Helena* Montana Interscholastic Editorial Assn./Montana Journalism Educators Assn. Conf. - *Billings*
15	Montana School Testing Services Completed Tests due
19-21	Boy's State Basketball Tournament (AA, C)
23-27	MASA - *Helena*
25-27	State FHA/HERO Leadership Conf. -*Missoula*
26-27	Boy's State Basketball Tournament (A)

April

1	School Trustee Elections Tenured Teacher Contract deadline - MEA
2-4	State OEA Leadership Conf. -*Bozeman* U of M Days - *Missoula*
3-4	District Music Festivals (Districts 8, 9, 10, 11, 12, 13)
5-11	National Library Week
8-10	State FFA Leadership Conf. - *Bozeman*
10-11	District Music Festivals (Districts 1, 2, 3, 4, 6, 7)
12-14	State DECA Career Development Conf. -*Great Falls*
13-14	Board of Public Education - *Helena*
15	Nontenured Teacher Contract deadline -MEA
19	Easter
23-25	Montana State Industrial Arts Fair - *Bozeman*
27-29	State VICA Leadership Conf. and Skill Olympics - *Havre*
TO BE ANNOUNCED	
	Montana State Thespians Assn. - *Great Falls* Montana Art Interscholastic

May

1-2	State Solo & Ensemble Festivals
3-4	Montana Traffic Education Assn. Annual Conf. - *Lewistown*
9-11	Montana Shooting Sports and Outdoor Education Workshop - *site open*
11-12	Board of Public Education - *Billings*
14-16	Montana Library Assn. State Conf. - *Missoula*
15-16	Boy's and Girl's State Golf and Tennis Meets (AA)
22-23	Boy's and Girl's State Track Meets (AA, A, B, C) Boy's and Girl's State Golf and Tennis Meets (A, B, C)
25	Memorial Day

Index to Montana Schools September 1979 to May 1980

September 1979

"Accentuate the Positive in Education"
"Native Americans: a history of giving and pride"
"Bus drivers and bomber pilots?"
"Make the most of museum trips"
"Energy grants available"
"Who's News"
1979-80 *Montana Schools* calendar
1978-79 *Montana Schools* index
"Counselor interns at state office"
"Teachers trek in Pioneer Peaks"
·columns·
Vocational Education
Reading
Health and Physical Education
Special Education
Traffic & Safety Education
Second Languages

October 1979

"Spotlight on energy conservation in schools"
"Child Abuse and Neglect: YOU MUST REPORT"
"Energy conservation enlivens school/community spirit"
"Traffic education survey summary"
"Against the wind, toward the sun"
"Special Education—rules and regulations change"
"Great Falls trims energy costs"
"Energy issue boils in Hot Springs"
"Energy references and resources"
"Who's News"
"School districts surveyed on *energy*"
"Calendar additions, corrections"
·columns·
Social Sciences
Arts in Education
School Foods
Library/Media
Reel News
English

November 1979

"The MINE: precious information for educators"
"From school courtyard to science classroom"
"Scholarships and grants"
"Eating the Montana student's way"
"ESEA I remedies classroom learning"
"Metric leaders named"
·columns·
Special Education
Health and Physical Education
Montana VIEW
Gifted and Talented
Community Education

December 1979

"Ability rises in Roundup"
"Merry Christmas, 'Mr. Montana Education'"
"The greening of Baker"
"From our younger readers"
"Idea Bank"
"Adult education inspires refugees, good teaching"
"Words on wood stove safety"
"Transportation conference set for July"
"Special olympics: the May event"
·columns·
Traffic & Safety Education
School Foods
Social Sciences
Indian Education
Reading
Pupil Transportation

January 1980

"Vo-ed will make the future work"
"Progress brings renaissance in rural education"
"Helena center serves the special student"
"FFA celebrates 50th year"
"GRANTS"
"Compact help for rural schools"
"Workshop on youth and alcohol planned"
"Women sought for school administration degrees"
·columns·
English
Reel News
Community Education
Math and Science
Vocational Education

February 1980

"Using computers in the classroom"
"I Love to Read Day"
"Parents + Schools = Effective education for Title I students"
"Idea Bank"
"Teacher encourages all educators to understand public school needs"
·columns·
Second Languages
School Public Relations
Health and Physical Education
Library/Media

March 1980

"The state film library"
"Learning is a lifelong process"
"Accreditation renewed, reviewed"
"Turn It Off!"
"Youth and the senior citizen"
"Youth Art Month"
"Montana's teacher centers"
"Idea Bank"
"Targeted jobs tax credit available"
·columns·
Reading
Community Education
Social Sciences
Pupil Transportation
Vocational Education

April 1980

"On the road to safe cycling"
"Conservation saves energy $$$$"
"Idea Bank"
"Missoula bridges the school-community gap"
"Be alert to art hazards"
"Changes set for certification"
"Schools receive energy grants"
"Teacher's retirement changes announced"
"Basic skills grants available"
·columns·
Vocational Education
Math and Science
Gifted and Talented
English
School Foods
Reel News

May 1980

"Lolo promotes resource sharing"
"Regional conference emphasizes transporting handicapped students"
"Microcomputer helps Dillon students improve reading skills"
"Youth speaks out for disabled"
"Montana educators begin computer information bank"
"Outdoor workshops set"
"Montana journalism write off"
"ALA placement service"
"From our younger readers"
"Idea Bank"
"Board tentatively approves psychologist requirements"
"1980 *Montana Schools* summer calendar"
·columns·
Math and Science
Special Education
Arts in Education
School Foods
Traffic & Safety Education
Library Media

Donated foods

School administrators, clerks, cooks and custodians should keep accurate records of donated foods delivered to their respective schools.

This year each school should only receive the foods designated on the delivery receipt and only in the proper quantities. Once the receiving person signs the receipt no adjustments will be made for shortages. Therefore, it is imperative than an accurate count be made. Shortages should be noted on ***all*** three copies of the delivery receipt before signing.

Expect more changes

Congress has been unduly slow in passing school food service legislation this year. Several changes may go into effect October 1, 1980. These include a reduction in funding as well as changes in eligibility for free and/or reduced price meals. A memo will be sent to all schools as soon as things are finalized.

You are urged to inform your congressional delegation of any problems this has caused you or suggestions you may have.

—Bris Skiles
Manager
School Food Services

School Public Relations

Teachers are key communicators

Teachers influence the image of a school more than almost any other person or group within a school. There are a number of things teachers can do to promote a positive school image to parents, members of the community and most importantly, the students.

The following suggestions were taken from publications of the National School Public Relations Association (NSPRA).

- Send a notes to parents of students for the new year. Introduce yourself, extend an invitation for them to call with questions, and indicate that you are looking forward to having the student in your class.
- Review with students what they have done at the end of the class day. This helps them respond to parent's questions about "What did you do in school today?"
- Offer your guidance and help to students who need extra help.
- Keep informed on school issues.
- If there is a problem which needs to be discussed with a parent(s), approach the parent(s) with a spirit of cooperation to work on the problem together.
- During parent-teacher conferences, focus on solutions, not problems.
- Have a suggestion box for parents and students.
- Arrange for displays of student work in community businesses.

First impressions may be lasting impressions

Recruiting, correspondence and telephone answers are often times the only contact people have with a school. Be certain the impression left is favorable.

The telephone—an important public relations tool

The telephone can be one of the most effective instruments of community communication. For example:

- Have upper grade students call people in the community (non-parents) to invite them to open house or school programs.
- Call people in the community to ask their opinions. Nothing is more flattering to a person than to know that his/her opinions are valued.
- Have teachers call one home per week in your community. Invite parents and non-parents to visit the school and ask them how they feel the schools are doing. Here is an opportunity to answer concerns that residents have about schools and education in general.

Are you overlooking some of your best supporters?

A good public relations effort depends on the leadership of school administration and the full cooperation and commitment of the staff. Staff must be thought of as the school family, with the cook, custodian and bus driver playing as important role as the teachers.

Bus drivers are considered a most reliable source of school information by their neighbors and friends. Daily their "yellow billboards" pass through the streets of the community carrying its most valuable possessions.

Andy Olsen, director of the Department of Communications, DeKalb County Schools, Decatur, GA, prepared the following suggestions for an NSPRA publication.

- Conduct an annual orientation program at the start of each school year for all transportation personnel. Provide a question-and-answer opportunity and be sure to stress the role they play in the day-to-day image of the district.
- Appoint a committee of bus drivers, parents and students to develop or update safety guidelines. Make certain the guidelines are adopted by the board of education, widely distributed and posted on all buses.
- Incorporate transportation and safety—as well as the people who do the job—as "regulars" on the agenda of staff meetings and inservice sessions.
- Emphasize to students the driver's authority on a bus and reinforce positive students' attitudes.
- Encourage creative classroom projects centered on bus safety themes.

Involving your special publics

The fastest growing special interest group in this country is the elderly. Many school districts have initiated "gold card" programs giving senior citizens free or reduced admission to school programs, activities and sports events. You can also offer them reduced-price meals, special classes and courses, meeting rooms for senior citizen groups and special recognition such as senior citizens or grandparents days.

Much more information is available

For information about NSPRA's membership, products and services, contact: National School Public Relations Association, 1801 No. Moore St., Arlington, VA 22209. Or, contact the Division of Public Information, Office of Public Instruction, State Capitol, Helena S9601, 1-800-332-3402.

—Barbara Welter
Manager
Public Information

Reel News FROM THE FILM LIBRARY

In the immortal words of Mark Twain, "The reports of my death are greatly exaggerated." So, too, with the film library.

Reports of $10 films, having to order films nine months ahead of time, and unavailability of films are also greatly exaggerated. To set the record straight, the State Film Library continues to offer a full range of K-12 curriculum films. Basic price for the 1980-81 school year will be $6.50. This represents a 23 percent increase ($5 ÷ $6.50 = .77; 100 - .77 = 23 percent), which is below the national inflation rate for the last three years.

Film orders need only be submitted two weeks ahead of the requested date; occasional telephone orders will be accepted with a week or less lead time.

Last year the film library was able to schedule 90 percent of the films requested even as late as March and April.

There has been some discussion as to how best finance continuation of the film service. School administrators, in consultation with their teachers, voted two-to-one last spring to accept a price increase in order to continue getting films. Increases in petroleum and silver prices have driven the cost of film up an average of 25 percent since this time last year.

While the library budget for the 1980-81 school year includes funds for repair of damaged films, there is nothing for acquisition of new titles. In order for the film library to continue offering an up-to-date collection, there will be a move to secure funding when the 1981 Montana Legislature convenes this winter. The success or failure of this effort will depend greatly on how many teachers, librarians and parents let their local legislators know the value of films as an educational resource. Let's hear it now for the film library, or forever hold your peace.

Though we will purchase no new films this year there were a few late arrivals last year which are now available for scheduling:

9169 Seat Belts Save Lives CHRY 1979 8-12, C, A Color 4 Min. Using the Chrysler Motors test equipment and crash sleds, the film contrasts the impact of a passenger in a 30 mph impact with lap and shoulder belts, with lap belt only and with no restraint. Produced by Chrysler Corporation.

9170 Oregon Dunes, The MMP 1980 7-12, C, A Color 19 Min. The Oregon Dunes National Recreation Area stretches for 40 miles along the Pacific Ocean and includes dunes unlike those found anywhere else in the world. The film includes an analysis of how the dunes got there, the variety of dunes and dunal geography found there and emphasizes their every changing nature. Concludes with a brief examination of how man uses the dunes.

9193-94 Tut, The Boy King FI 1979 7-12, C, A Color 52 Min. Offers a detailed view of fifty-five of the "wonderful things" seen by Howard Carter when he unsealed the tomb of Tutahkhamun in 1922. Photographs of the discovery of the tomb, readings of poems written by Tut's young wife as well as close-up views of the games, an ebony and gold inlaid chair, and jewelry worn by the ten year old king. Narrated by Orson Wells.

9195-96 Otto: Zoo Gorilla FI 1979 4-12 Color 58 Min. A unique behind-the-scenes look at Chicago's Lincoln Park Zoo and the move of its great apes to new quarters. Emphasis on the relationship between Otto and his keeper and the importance of games and affection. Since the animals must be anesthetized for the move, it is a rare opportunity for veterinarians and physicians to examine each ape minutely and gather research data.

9197 Food Follies FI 1979 9-12, C, A Color 23 Min. A thought provoking look at the food market-place as seen from the consumer, government and industry points of view. Produced by **Consumer Reports**, it shows testing, grading, labeling and packaging. Provides a revealing look at the foods we eat and guidelines to help obtain nutritious food at full value for the food dollar.

9198 Guide to Banking: Shopping for Credit FI 1979 9-12, C, A Color 18 Min. A lesson in the use and abuse of credit; also deals with credit rating and the problems of obtaining loans. Variety of lending institutions are examined with emphasis on interest charges and the total cost of a loan. Tells what questions to ask when seeking a loan and guidelines about credit options. Produced by **Consumer Reports**.

9392 School Starts with Breakfast NCNP 1980 C, A Color 16 Min. An overview of a school breakfast program in operation at a New Jersey elementary school. Comments by teachers, administrators and school staff about the value of the program and the logistics of making it operate.

9294 We Drivers GM 1980 7-12 Color 13 Min. Demonstrates the factors that contribute to accidents and the technique of accident avoidance. Demonstrates recovery from skids, off road recovery, evasive maneuvers, and other common driving situations.

9295 Volcanic Landscapes - Part I MMP 1980 9-12, C, A Color 29 Min. Offers a thorough examination of volcanic phenomena; suggests a source for magma and follows it to the surface where lava flows and some of their features are studied, including lava tubes. Studies landforms produced by ash, splatter cones, stratovolcanos and other forms of violent vulcanism.

9296 Volcanic Landscapes - Part II MMP 1980 9-12, C, A Color 29 Min. Studies special types of volcanic activity and landforms and relates volcanic activity to such things as groundwater and hydrothermal activity. Depicts the inevitable end of volcanos through weathering and erosion.

9297 Why Should I Care? VISUCO 1980 8-12, A Color 24 Min. Designed to create an awareness that the viewer does have the ability to conserve fuel while driving any type of vehicle. Demonstrates means of conserving fuel while driving and examines attitudes relating to conservation.

—Bruce Mac Intyre
consultant
Library/Media

continued on page 8. . .

PRIME TIME

.continued from page 7

Special Education

Know your special education rules

The Special Education Unit has revised its reference manual. The new manual replaces the Special Education Rules and Regulations Reference Manual, dated August 1977.

This manual contains both the *Montana School Laws* pertaining to special education and the implementing *Administrative Rules of Montana*. The laws and rules have been grouped into 27 major categories. Each statute or rule within a category is followed by the legal citation to the appropriate statute or rule. All substantive changes in the rules which have been completed are included in the manual.

The manual will be sent to each school this September. Schools will be kept notified of subsequent changes in the laws and rules. The manual is the result of the combined efforts of the Special Education Unit and a special task force of four professionals from Montana public schools. Members of the task force were Carol Reitz, Rick Moe, Vern Barkell and Ray Peck.

The *Administrative Rules*, based on state and federal law, are created through the process described below. The major federal statute is Public Law 94-142 which assures every handicapped child in the United States a free and appropriate public education. The U.S. Congress delegated authority to the Bureau of Education for the Handicapped to prepare regulations to implement the law.

In similar fashion, the Montana Legislative Assembly passed statutes pertaining to special education. The Board of Public Education enacted a policy statement to foster the development of special education services for all handicapped children within the state. The Office of Public Instruction developed administrative rules to implement the school laws within the policy guidance provided by the Board of Public Education.

The public is given an opportunity to participate in the rule making process under the provisions of the *Montana Administrative Procedure Act*. Before the Office of Public Instruction may adopt, repeal or modify a rule, it must publish a notice of the proposed action in the *Montana Administrative Register*.

The register, published twice a month by the Secretary of State, contains three sections: a rule section, a notice section and an interpretation section. A proposed rule action is first published to inform the public of the proposed action and to provide opportunities for comments.

The Legislative Council reviews a proposed rule action to ensure that it is enacted according to statutory authority. Ordinarily, hearings are held on the proposed rule action. Testimony is received at the hearing and by written comments delivered to the superintendent of public instruction. Each comment receives a response stating the reasons why the rule action should or should not be completed. A rule may be adopted, amended or repealed through rule actions.

Occasionally, the superintendent of public instruction will propose a rule action without a public hearing. This is done when the action is a routine change such as one resulting from legislative action. A hearing must be conducted if it is requested by any of the following: the Administrative Code Committee; 25 or 10 percent whichever is less, of the people who will be directly affected by the change; a governmental agency; or an association having at least 25 members.

After the rule action is drafted in its final form, a notice of adoption is published in the rule section of the *Montana Administrative Register*. The rule becomes effective one day after the notice of adoption is published.

The *Administrative Rules of Montana* is the official collection of the adopted rules and is published by the Secretary of State. It contains the official regulations of the various state agencies which are updated in monthly replacement pages.

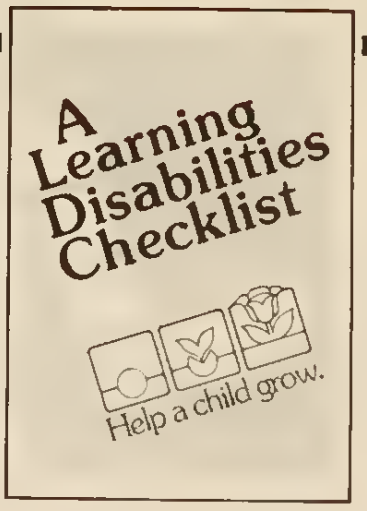
Each state agency must update its regulations every two years through a recodification process The agency must renumber the rules, update their histories, make grammatical corrections and, when necessary, initiate substantive changes in the rules.

The Office of Public Instruction has completed its recodification process. In September, the recodified rules will appear in the *Administrative Rules of Montana*.

The Special Education Unit staff encourages the use of the new manual to effectively assist Montana school districts in their difficult and rewarding task of providing a free and appropriate education to all handicapped children and youth in Montana.

—Jayne Mitchell
Legal Intern
Special Education Unit

Watch for yours!



This checklist is designed to help you identify the learning disabled child in your classroom. It also explains how to refer a child for evaluation — to determine if he or she would benefit from Special Education help, full time or part time.

Copies of the checklist will arrive at your school soon. If you don't receive one by **October 15,** or if you need additional copies, please write:

Help a child grow.
Office of Public Instruction
Capitol Building • Helena, MT 59601

Help a child grow.

Your comments on this checklist are welcomed!
Please let us know what you think.

Federal grants available . . . . .

ESEA Title II

"Back to the Basics" has been voiced by many educators and interested persons who seek improved educational opportunities in the nation's schools. Last year Congress passed legislation they feel will address that need and allocated more than $15 million for a Basic Skills Improvement program.

Authorized by ESEA Title II of the Education Amendments of 1978, the program supports activities to foster basic skills at the local level, state basic skills projects and a program to improve measuring student achievement. The basic skills programs covers improved oral and written communication skills and math, as well as reading.

Eleven school districts in Montana received grants averaging $4,000 each through ESEA Title II, from the May 14, 1980 deadline. Grants were available for adoption of validated basic skills programs.

Districts receiving grants for adoption of individualized language arts programs were Kalispell, Lolo, DeSmet, Lockwood and Butte.

Stevensville, Wyola and Helena received funding for adoption of the *Columbus Math Lab*. The *Columbus Math Lab* was developed in the Columbus High School. That program is designed to teach problem-solving strategies and strengthen problem-solving ability of junior high students.

Other schools funded for basic skills programs were: Chinook for adoption of Exemplary Center for Reading Instruction; Heart Butte for adoption of Systematic Teaching and Measuring Mathematics; and West Valley for adoption of Alphaphonics.

More grants will be available to support basic skills (reading, mathematics and oral and written communication) programs. These are competitive grants and subject to a review and approval process.

Other Competitive Grants

Competitive grants through the Federal Programs Unit, Title IV Division are available under Title IV-C, Title II Basic Skills, Career Education and Nutrition Education.

Title IV-C provides financial assistance to school districts to strengthen the quality of elementary and secondary education through support of locally initiated proposals and activities designed to improve educational practices.

Title II provides financial assistance to school districts for support of Basic Skills programs for *all students*. Basic Skills for this program are defined as reading, mathematics, and oral and written communication.

Career Education grants provide financial assistance to school districts that want to develop, strengthen or expand career education programs.

Nutritional Education grants provide financial assistance to school districts and private schools for the development and strengthening of locally initiated programs dealing with nutrition education.

1980-81 school year application deadline dates for these federal grants are: October 8, 1980 and January 21, 1981. The January 21, 1981 deadline is dependent upon the availability of funds.

One day proposal writing workshops will be conducted throughout Montana the week of September 15, 1980. Workshops are planned for:

September 15—Scobey, Roundup and Columbia Falls.
September 16—Circle and Bridger.
September 17—Helena.
September 18—Stevensville.

Further information on grants or workshop locations can be obtained by calling the Title IV Division, Office of Public Instruction, 1-800-332-3402. ☆

UNISSUES

Equal Educational Opportunity

In the August 5, 1980 ***Federal Register,*** the Department of Education published proposed rules to implement provisions of Title VI of the Civil Rights Act. This act prohibits national origin discrimination in elementary and secondary education.

These proposed rules would establish standards for teaching students whose primary language is not English and who have limited proficiency in English. Recipients of federal financial assistance would be prohibited from denying equal access to education because of a student's limited English proficiency.

Students, who do not know English well enough to participate effectively in class, must be taught English and must be given an opportunity to keep pace with their English speaking classmates. The rules require that a district identify, assess and provide services to all children with limited English proficiency.

These proposed rules will become final after public hearings and a comment period which ends October 6, 1980. The rules have implications for all schools receiving federal fiscal assistance which have students of limited English proficiency. For a copy of the proposed rules call Lynn Hinch, National Origin/Bilingual consultant, Office of Public Instruction, 1-800-332-3402.

★

Secondary Health Program for 14-17 Year Olds

A new secondary health program designed to assist 14-17 year olds to deal with the issues of social, emotional and physical health, entitled "On the Level" will be available October 1, 1980. The program contains 12 fifteen-minute educational films with an accompanying leader's guide. The series includes handling loneliness, accepting feelings, coping with stress, developing self concept, managing conflicts, changing relationships within the family, peer group membership, friendship, loving, thinking, career aspirations and prejudice and discrimination. The program can be obtained from the Division of Health and Physical Education, Office of Public Instruction, 1-800-332-3402.

★

Adult Education Fund

Funding for teacher education and special demonstration projects is now available under the provisions of P.L. 95-561.

The federal money may be used for developing programs or actual classes to train teachers who will conduct adult basic literacy classes.

Application deadline is September 15, 1980. Review and approval of successful applications will be made by October 17, 1980.

For information contact the Division of Adult Education, Office of Public Instruction, 1-800-332-3402.

★

Education Information— 1-800-332-3402

A reminder that the toll-free educational hot line number is 1-800-332-3402. This number can only be used within the state of Montana. After regular office hours, 8 a.m. until 5 p.m., Monday through Friday except holidays, a recording device will take your message. Last year 21,233 calls were received and processed.

★

School Participation in Health Program for Needy Children Sought

The U.S. Department of Health and Human Services urges schools across the country to take a more active part in ensuring that some 12 million needy children who are eligible for Medicaid receive health services available under the Early and Periodic Screening, Diagnosis and Treatment (EPSDT) program.

The program offers care that is not readily available to poor children, from infants to age 21, with emphasis on preventive care and health status monitoring. Although the number of children assessed has increased each year, many are not reached.

Local school officials, parent groups, community groups and other interested parties may obtain information by contacting, Economic Assistance Division, Department of Social and Rehabilitation Services, P.O. Box 4210, Helena, 59601, 449-3952.

★

State Convention Announced

The Montana Association for Health, Physical Education, Recreation and Dance State Convention will be held October 16-17, 1980 at Eastern Montana College, Billings. Headlining the program will be three National Projects: Project Adventure, Project Active and Project PEOPEL. Additional information will be sent to Health and Physical Education teachers or teachers may call the Health and Physical Education Consultant, Office of Public Instruction, 1-800-332-3402.

★

Educational Programs That Work

The seventh edition of the Department of Education's ***Educational Programs That Work*** highlights 14 new National Diffusion Network (NDN) projects.

All 227 programs have been reviewed and approved by the federal Joint Dissemination Review Panel as exemplary and worthy of adoption nationwide. New to this edition are additional programs in adult education, career/vocational education, health, physical education, reading and special education. Also represented are a substantial number of programs for mathematics, environmental education, law and bilingual/migrant education.

Order ***Education Programs That Work*** ($5.50 prepaid) from: Order Department, Far West Laboratory for Educational Research and Development, 1855 Folsom St., San Francisco, CA 94103.

★

Montana Bicyclist's Guide

The new *Montana Bicyclist's Guide* is available free of charge on a first-to-request basis. This 31-page booklet is for bicycle drivers of all ages. It contains information on traffic laws, safety rules, equipment requirements, traffic controls, purchasing, maintenance and protection techniques, hazard recognition procedures and a section on commuting and touring by bicycle. For copies contact, Division of Traffic and Safety Education, Office of Public Instruction, Helena, 59601, 1-800-332-3402.

★

300 Desks Available

300 school desks are available. Call 563-5258 in Anaconda from 9 a.m. to 5 p.m., Monday through Friday.

★

Applications for 1981 School Library Media Award Available

A $5,000 prize for the most outstanding achievement in exemplary elementary media programs is offered for the 1981 School Library Media Program of the Year.

The 1981 awards will be made during National Library Week, April 5-11. Any school system is eligible to apply. Completed applications must be submitted no later than November 10, 1980.

For application forms contact the Library Media Consultant, Office of Public Instruction, 1-800-332-3402.

★

Montana has Five National PTA Reflections Project Winners

Bill Bohmke, Lewis & Clark School; Lori Luisi, Meadow Lark School and Christine Richard, Russell Elementary, all of Great Falls received silver medallions in the Visual Arts division.

Vicki Luisi, Meadow Lark School, Great Falls, will receive a gift from the Baldwin Co. for her honorable mention in the Music division and Brad Wheeler, Butte East Jr. High, will receive a World Book Annual as an honorable mention winner in the Literature division.

The Montana PTA Reflections Project provides an opportunity for youth to use their creative talent in original works in the visual arts, music and literature.

★

Funds Provided for Indochinese Refugee Students

The Department of Education will distribute $23.168 million in formula grants to states to meet the educational needs of Indochinese refugee students in grades K-12. The Office of Bilingual Education and Minority Language Affairs, ED, expects to publish proposed regulations in two to three weeks. The formula by which funds will be provided to states includes components that weigh older students and recent arrivals more heavily than other Indochinese students, but provide for the participation of all students regardless of length of stay. A required child count of K-12 Indochinese students, based on October 1, 1980, enrollments, will be due in late November or early December, which would indicate that schools will not be receiving funds until 1981. Further information will be available, at a later date, from Lynn Hinch, Bilingual/National Origin consultant, Office of Public Instruction, 1-800-332-3402.

★

RRS Mini-Lists Available

The Resource Center has RRS Mini-Lists available.

RRS Mini-Lists are a brief listing of organizations and materials available to help educators on the following topics:

School discipline
Citizen involvement in education
Consumer education
Helping the handicapped gain access to educational programs
Television in education
Assessing student competencies
K-12 instructional materials on women's educational equity
Financial information for school districts
Evaluating the technical and professional performance of teachers
Competency based high school graduation requirements.

For a free copy, contact the Resource Center, Office of Public Instruction, 1-800-332-3402.

★

Presidential Scholars Program honors two Montana students

Each spring nearly three million young Americans graduate from public and private high schools throughout the country. Many of these students receive honors and awards for a variety of accomplishments and will go on to make valuable contributions which will enrich life for us all.

This tradition of recognition and encouragement has been carried to its ultimate level in the Presidential Scholars Program—the highest possible honor for American high school students.

The Presidential Scholars represent the finest of intellectual and leadership achievement, excellence in the Arts, and they are deserving of the Presidential medallions signifying this honor.

Montana's 1980 Presidential Scholars were Jana Branch, Victor, and Michael Bender, Billings.

The Scholars represent all 50 states and Americans abroad. Despite the diversity of geography, when the Scholars met in Washington, D.C. this July, they were in strong agreement in their identification and analysis of the problems of American education. Major concerns most often mentioned by the students include:

- lack of quality control of those entering the profession;
- student and teacher apathy and the resulting indifference, lack of motivation, and mutual disrespect which undermine the process of education;
- declining standards in the schools leading to lack of mastery of basic literacy skills;
- inadequate opportunities for gifted students; and
- inadequate counseling services.

Montana Schools received a letter from Adele Branch, mother of Presidential Scholar Jana Branch. Part of that letter read:

"I am writing to share with you what a thrill it was to me as a mother and as a teacher to be in Washington, D.C. with the Presidential Scholars. To Jana it meant meeting 140 other students who related to each other beautifully and eagerly on, for once, their own level with no apologies for their abilities and no holding back of talents for fear of 'being different.' In four short days friendships blossomed and appreciation for one another was mutual and rewarding. As Secretary of Education Shirley Hufstedler said to them, 'All your lives you have been waiting to meet your peers.' . . .

"We must publicize the need for programs for the gifted and provide more courses to prepare teachers for teaching these students. . . .

"My husband and I are grateful to the Stevensville High School faculty for preparing and challenging our daughter for the honor she received." ☆

Information on the 1981 Presidential Scholars Program will appear in a later edition of ***Montana Schools****.*

Second-class postage paid
Helena, MT 59601

TO:

Georgia Rice, Superintendent
Office of Public Instruction
Helena, MT 59601

DOCUMENTS DISTRIBUTION CE 08/80 15020
MONTANA STATE LIBRARY
930 E LYNDALE
HEADHEAD

Toll-free educational hotline:
1-800-332-3402

S
371.2005
P11s
Sept. 1980 v.24 #1

Montana State Library
3 0864 1006 6645 5

STATE DOCUMENTS
SEP 1 1980
MONTANA STATE LIBRARY
930 E Lyndale

Montana Schools

Volume 24, No. 1 Office of Public Instruction Georgia Rice, Superintendent September 1980

(USPS 091 970)

PLEASE RETURN

From the Superintendent:

Georgia Ruth Rice

Welcome to the 1980-81 school year. This promises to be a challenging year—as is every year in education. In beginning any new school year we need to re-dedicate ourselves to the principle that schools are for people of all ages. We need to recall that our public school system is supported by Montana citizens and should serve their educational needs. Educators, students, their parents and citizens can work together to help fulfill the educational needs of each person in Montana.

School finance has always been a concern in any Legislative year. We can expect it to emerge as an issue this year. As usual, we must prepare to address this issue. For a first step, I am initiating a study of the revenue aspects of the School Foundation Program

Dr. George Bandy, former commissioner of higher education, has been commissioned to study the funding of the Montana school Foundation Program prior to the 1981 session of the legislature.

In 1977, a citizen's task force studying the Foundation Program reached the conclusion that the program provides for an equitable distribution of state funds to schools. Since then, we find ourselves in a time of rising costs and a decline in the purchasing power of the dollar. We need to take another look at our sources of school revenue and assess their strengths and weaknesses.

We will be examining alternatives to find those combinations of financial support which might provide schools adequate financing without undue strain on our tax structure.

Dr. Bandy's selection as director of the study came as a result of his experience in the public school system—from elementary through higher education—along with his demonstrated capability in research of this type

His study of the building requirements for the Butte Vocational-Technical Center last year showed his objectivity, attention to detail and careful reporting capabilities.

The Legislature considers school finance carefully. Therefore, it is imperative that we provide legislators with factual information.